

BSW FIELD PLACEMENT MANUAL

Eastern Michigan University School of Social Work

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**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

**BSW FIELD PLACEMENT
MANUAL**

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ACKNOWLEDGEMENTS

It is with great pleasure that I introduce Dr. Jennifer Kellman Fritz, who will be assuming the role of Director of Field Placement at the EMU School of Social Work beginning September, 2011. Dr. Fritz is a skilled teacher, researcher and administrator. Dr. Fritz's passion is working on university/community partnerships and collaborations. Dr. Fritz will be assisted by Field Program Coordinator, Claudette Braxton, who will continue matching our students with placements and working directly with our agency partners.

On behalf of the School, I want to thank outgoing Director Dr. Laura Davis for her work in this role. Dr. Davis has served in this capacity for more than twelve years overall, and has been exemplary in her conscientious commitment to this critical component of social work education. Students, agencies and the field office as a whole have benefited from her thoughtful approach and her development and implementation of processes to improve all aspects of the field placement experience. We thank Dr. Davis for her work, and for leaving the Field Program so well-positioned as the new Director assumes her role.

We want to emphasize that it is only because of the support and cooperation of the affiliated field agencies and the field instructors that we are able to provide professional social work education at both the baccalaureate and master's levels. This dedication and support from agency personnel is vital to developing and maintaining quality field experiences for students in the EMU School of Social Work and we thank you for it.

Ann Alvarez, Ph.D., MSW
Director
Eastern Michigan School of Social Work

INTRODUCTION

The Eastern Michigan University School of Social Work Field Program depends on the professional input and support of our agency field instructors. It is because the support and cooperation of the affiliated field agencies and the field instructors that we are able to provide professional social work education for our students.

This Field Placement Manual is intended to be a comprehensive guide to the purposes, structure, and policies of the BSW Field Program. It is designed for use by students, field instructors, and field faculty liaisons in Social Work 488 and 489. This manual is divided into two parts. The body of the manual contains a description of the program, its focus, and the policies which guide it. The second part of the manual provides sample copies of application agreements, evaluations, and other relevant forms. These can be copied for use at the end of the semester. In addition, the Educational Policy and Accreditation Standards of the Council on Social Work Education website address are located at the back of the manual. The School abides by the University's policy of equal employment opportunity and non-discrimination.

The Field Placement program is a team effort. Within the EMU School of Social Work, the Field Director and Field Coordinator administer the field program by recruiting agency participation, providing the oversight for the affiliation of agencies with the University, and by matching and assigning students to field placement sites. The Field Instructors are professional social workers (with MSW degrees and two years post-master's experience or with BSW degrees and two years experience) who are designated by their agencies and the EMU Field Program to provide field supervision to BSW students. Faculty Field Liaisons are the EMU Social Work faculty who teach the accompanying field seminars and who visit the students and agency Field Instructors once each semester. When students are in field placement, the Field Liaisons work with the agencies and students regarding their learning experiences and academic requirements. Feedback or questions about students' performance, attendance, and involvement in the agency should be addressed to the liaison once the semester has begun. In the event that a field instructor cannot reach the liaison, the Field Director or Coordinator can be contacted and we will forward the message.

SCHOOL MISSION

The Eastern Michigan University Social Work Program is committed to the empowerment of impoverished, oppressed, vulnerable, and underserved populations; the creation of social welfare policy based on a strengths perspective; advancement of community problem solving; and leadership in organizations and communities.

Graduates of the program will be committed and able practitioners who can work to alleviate social problems and enhance the competence of individuals, group, and

communities for engaging their environments to improve social functioning and provide opportunities. The Social Work Program prepares students for culturally competent and gender sensitive practice.

At the undergraduate level, the Social Work Program prepares students for entry level generalists practice in agency settings. Upon completion of their baccalaureate degree, they will have the knowledge, skills, and integration of professional and personal values to enable them to provide direct social work services to varying size client systems, ranging from individuals and families to organizations and communities. The undergraduate program also prepares students to enter graduate social work education.

At the graduate level, the Social Work Program prepares students for advanced practice serving one of three populations: services for families and children, services for persons with serious mental illness and/or chemical dependency, or services for the aging. The graduate program gives priority to applicants who, through their past experience, have demonstrated a commitment to the stated mission of the school, who have current employment in social service agencies, and who need a part time program in evenings/weekends.

ACCREDITATION

Eastern Michigan University is a non-profit public institution accredited by the North Central Association of Colleges and Universities. The Social Work School is in the College of Health and Human Services and is a member of the Michigan Association of Baccalaureate Social Work Educators.

The BSW Program has been fully accredited the Council of Social Work Education since 1974. It was one of the first undergraduate programs in the state and is now one of the largest. The MSW Program became fully accredited by the Council of Social Work Education, effective February 1992. The EMU student body reflects the cultural diversity of Southeastern Michigan and the school is geared to meet the needs of both the traditional and non-traditional students such as those who are working and older students returning to school.

Social Work is defined as that profession which promotes human functioning through enrichment of the interaction between individuals and environments in order to maximize social functioning.

BSW SENIOR FIELD PLACEMENT POLICIES AND PROCEDURES

DESCRIPTION OF THE PROGRAM

The required Senior Field Experience involves two semesters of field placement in a social agency chosen by the School of Social Work Field Office. This placement occurs during the student's last two semesters in the social work program, either Fall and Winter terms or Winter and Spring/Summer terms. This course is open only to qualified social work majors. This is a generalist field placement. Students do not specialize at this level. Students learn to do assessment, intervention, and evaluation. Students complete 200 hours of field work in each of two consecutive semesters for a total of 400 hours in a single social agency. Field courses must be taken in the last two semesters that a student enrolls in required Social Work courses, just prior to graduation. Students will be in the field 16 hours per week, Tuesdays and Thursdays, for the semesters in Field Placement. They will be enrolled in a concurrent field seminar that meets weekly. The seminar instructor serves as the liaison to the agency, visiting the student on site once per semester. The seminar instructor determines the student's grade in field.

A. ELIGIBILITY FOR FIELD PLACEMENT

1. A 2.3 overall grade point average at the time of entering and during field placement is required. Students on academic probation are not eligible for a field placement.
2. Students must have completed all required Social Work through the 300 level with at least a grade of 'C' before beginning field placement. (They must have met all prerequisites for these courses including PSY - 360 and EDPS - 325.) Students must be in their last two semesters of their program of study.
3. Students must have received a 'C' in all required social work classes, including SWRK 488, to be eligible to continue in the second semester of Field Placement. Students who receive less than a C in either semester of field placement (488 or 489) must have special School permission to repeat the course. Students must have taken or be enrolled in all required practice courses to stay in SWRK 489.
4. Students cannot apply, begin, or continue field placement with "Incompletes" on their transcripts in courses that will be used in their Plans of Study as fulfilling graduation requirements. Failure to remove all incompletes results in the student having to delay their field placement until the next time that SWRK 488 or 489 are offered.
5. The field placement application must be accompanied by a current resume. If placement is in work setting, the student must attach to the field application the necessary request for work site field placement form and agency agreements as indicated below. No late or incomplete applications will be accepted. It is the responsibility of the student to monitor his/her scheduled time to enter Field Placement and to successfully fulfill field placement requirements for graduation.

6. Students enrolling for the first semester of field placement (SWRK - 488) must take SWRK - 408 prior or concurrently. Students enrolling for the second term of field placement (SWRK - 489) must take SWRK 409 prior to or concurrently. SWRK 488 and 489 each involve 16 hours in a field agency plus a two hour seminar taught by the faculty member who will serve as a liaison to the placement agency. All 400 level Social Work courses must be taken prior to or concurrently with SWRK 488 and 489.

B. FIELD ASSIGNMENT

The BSW Field Placement Coordinator or the Field Placement Director is responsible for assigning students to agencies for their field work experience. **Students may not find their own placements.** (The only exception involves students who request a work site placement and follow the procedures below.) Only Agencies which have been designated as appropriate field placement sites may be used for field placement. Agencies must meet the requirements established by the School of Social Work to be used as a field site. Field placement settings may be within a 60 mile radius of EMU and students may not refuse placement on the basis of geographic location. All BSW field placements are generalist field placements, since students do not specialize at this level. Therefore placements will be made in agencies that provide a generalist experience. Field placement sites are in public or non-profit [501(c)(3)] agencies, only.

C. FIELD PLACEMENT PROCEDURES

1. Students must take the two semesters of field placement in consecutive semesters. i.e., Fall and Winter or Winter/Spring/Summer terms. Students must be in the same agency for two semesters, barring circumstances that may necessitate a move, as determined by the Field Director. Students should not leave a field site without the liaison initiating a Review of the Field Placement, using the procedures and form found on page 57 of this manual. Students who are terminated or removed from a field site should not expect to take accumulated hours from one site to another. Any exceptions to this policy are at the discretion of the Director of Field Placement.

Students are to be in their agency for 16 hours a week, typically on Tuesday and Thursday. With the permission of the faculty liaison and the field instructor, students may negotiate other blocks of hours (of at least four hours at a time) when professional social work practice is occurring. All students need to have six day hours when they can attend staff meetings, training, and interact with agency staff.

If a student misses 16 consecutive hours for valid reasons and the supervisor has been notified, arrangements must be made prior to the end of the semester to make up the time during hours agreed to by the supervisor. Failure to be in

placement without proper notification to the supervisor may be grounds for dismissal from field placement or a failing grade depending on the circumstance. Students who need to absent from field for more than 16 hours in the term, may be required to withdraw from a field course and reapply for field placement at a later date. Students who have had repeated absences from field may be terminated in their field placements and given a grade of 'E' by their faculty liaison.

2. Students are expected to abide by the NASW Code of Ethics, both in the field, in classes, and at other times. Students who engage in unethical conduct, who behave in an unacceptable manner according to the NASW Code of Ethics, agency policy, or field placement policy; who falsify records or who misrepresent themselves or their work are subject to dismissal from the Social Work program and will receive an 'E' in Field Placement.
3. Students who do not complete their field placement requirements and need to repeat the placement are also required to retake the field seminar and meet all seminar requirements during the time they are in placement.
4. A student must pass both the field and seminar components of SWRK 488 and SWRK 489 with a grade of 'C' or higher in order to pass each course. A student, who receives a grade lower than a C in SWRK 488 or in other required social work courses cannot proceed to SWRK 489.
5. Academic credit for life experience and previous work experience cannot be used to meet field placement requirements.
6. Students may request to do a field placement in an agency in which they are employed. However, very specific criteria must met and the activities involved in the field placement cannot be those for which the student is employed (or a part of the student's job description.) Students requesting to use their place of employment as a field site must complete a "Request for Work Site Placement" form and enclose it to the Field Placement Application. In order to be considered by the Field Office, work site placements must meet the specific following requirements: be a [501(c)(3)] or public agency with an affiliation with the School of Social Work; provide a field instructor with an MSW and two years of experience or a BSW with two years of work experience who is not the student's employment supervisor and is a regularly employed member of the agency; provide experiences that are segregated and different from work responsibilities; identify blocks of time that are at least four hours long that are separate from work assignment. The application, then, is reviewed by the Field Office to determine whether the placement can be made.

It is expected that learning in field placement will not be compromised by the student's employed status. To this end, it is important that students negotiate some "flex-time" with their employers so that they can accomplish the goal of

- becoming an integrated member of an organization/agency team. Students need at least six daytime hours for staff meetings, supervision, consultation, training, and possibly some service supervision. Any student who requests this type of placement needs to fill out the additional field application and be prepared to discuss the proposal with the Field Office.
7. Students who request an “Incomplete” or "I", must inform the Faculty Liaison who will convene a meeting of the student and the Field Placement Director to develop a plan to complete the Field Placement requirements. Incomplete grades may only be awarded when the student has hours to complete in the current agency as the field hours can be completed within two weeks of the start of the next semester and all other conditions warranting an “incomplete” are met. (See EMU criteria for the awarding of “Incompletes.”)
 8. For other conditions which might necessitate review of students staying in Field Placement, see the “BSW Student Rights & Responsibilities,” available on the Social Work web-site.
 9. At the beginning of each semester in field placement students develop first a preliminary contract and then an ongoing educational contract with their Field Instructor. This contract states the student's individual learning goals and describes the assignments for which the student will be responsible in order to meet these goals. Weekly supervision by the Field Instructor, as well as end of semester evaluations provides feedback to the student and Field Instructor regarding accomplishment of learning goals. Using information provided by the student, the agency Field Instructor, the field placement evaluation, and the visit to the agency, the seminar Faculty Liaison assigns a final grade to each student in placement. Attendance, participation, integration of material from the seminar, to practice in field placement, AND A PASSING GRADE IN BOTH THE FIELD SEMINAR AND FIELD PLACEMENT are required in order to receive a passing grade for the course.
 10. The School will not make copies of field evaluations for any purpose. Students who wish to keep copies of their evaluations should copy them *before* they are turned into the Social Work School for grading purposes.
 11. Academic credit for life experience and previous work experience shall not be given in lieu of field placement.

D. INFORMATION

1. **LIABILITY:** Eastern Michigan University provides general liability insurance for students while they are performing activities that are a part of their field work assignment. Students are not covered for any criminal activity. If the field agency does not have additional insurance that covers interns, students may consider

purchasing additional liability coverage through the National Association of Social Workers (NASW).

Students cannot begin placement prior to the start of the semester in which they are enrolled. They may not continue to go to field placement between semesters, unless they are in a course in which a grade of In Progress (IP) is awarded to all students or unless they have arranged to receive a grade of Incomplete, having met all University and Field requirements for receiving an Incomplete and having contracted with their faculty liaisons for the liaison's continued availability during that period.

2. *HOME VISITS:* In many social agencies, home visits are a part of the social worker's role. In some agencies, agency cars and/or mileage reimbursement are available. In others, it is not. Students may be required to use their cars for home visits and agency visits during the course of field placement. Students should check with their insurance company to be sure that they have appropriate coverage. Just as in a typical course there are costs for books and materials, field placement students may incur costs related to driving to and from placement and to field agency visits. Some agencies reimburse these costs and some do not.
3. *TRANSPORTING CLIENTS:* In some agencies, transporting clients is part of the social worker's role. However, the School of Social Work does not require that students use their personal vehicles for transporting clients. If students are asked to transport clients, but do not feel they can do this, they should tell the agency supervisor. If this is still an issue, the faculty field liaison can become involved in negotiating other assignments with the supervisor.

In any case, students are required to have appropriate automobile insurance coverage for their own transportation. If they are going to transport clients, they will need to check with their auto insurance companies regarding appropriate coverage. It is advised that without such coverage, clients should not be transported in students' cars.

4. *HEALTH INSURANCE:* The University does not carry any health insurance for students while in field placement. However, all students are advised to have health insurance coverage. Students should consult with the EMU Student Government for information on their group policy if no other insurance is available. All inoculations should be current. In some agencies, students are required to provide health information and proof of health insurance prior to acceptance in placement.

In some social agency settings, there is a risk from contagious disease. Students should discuss these risks and protections with the supervisor. In some agencies, students will be asked to use universal health care precautions. All students who are involved with medical records or with issues regarding the health of their clients should consult with the Health Insurance Portability and Accountability

Act of 1996, (HIPAA), updated with Privacy Rules in 2000 and 2003 and with Security Rules in 2005 and 2006 and are required to follow these privacy rules.

5. *SAFETY*: In some client situations, there may be a risk of violent or unpredictable behavior. Students should discuss issues involving safety with their supervisors and take appropriate precautions to avoid such or to deal with such situations should they arise. In all cases, students should develop a plan with their supervisors for dealing with these unusual events.
6. *OTHER HUMAN RESOURCE ISSUES*: Students may be asked to submit to criminal background checks and/or to drug testing by agency Human Resource Departments. Agencies have their own standards regarding what issues might prevent students from being accepted for a field placement. They have the right to terminate any student who does not meet the human resources requirements of the agency. Eastern Michigan University and the agencies where students are placed enter into a formal contractual agreement that details these issues.

**EXCEPTIONS TO THESE FIELD PLACEMENT POLICIES CAN ONLY BE
MADE BY THE DIRECTOR OF FIELD PLACEMENT.**

RESPONSIBILITIES OF FIELD PLACEMENT DIRECTOR

- Assesses potential field placement agencies to ensure that their philosophy and service adhere to the mission of the Social Work Program.
- Aims to match the professional interests and goals of the student with those of the agency.
- Insures the agency the right to screen students referred for placement, and to accept or reject students according to the demands of the agency program and the needs of its clients.
- Assesses background and experience of Field Instructors to ensure their professional practice adheres to the mission of the Social Work Program, and approves their participation of its clients.
- Works with Field Coordinator to assure that the Field Instructor receives referral information for the student.
- Provides an orientation program for new Field Instructors regarding supervision and social work curriculum as well as Field Placement policies and procedures.
- Provides opportunities for Field Instructors to evaluate the Field practicum and to participate in curriculum development.
- Is available for telephone consultations as needed from Field Instructor, Faculty Liaisons and students.
- May assign Faculty Liaisons to agencies.
- Mediates between students and agencies at Faculty Liaison's request.
- Withdraws the student from the field placement at any time during the field practicum, if there is any indication that satisfactory learning is not taking place. This withdrawal is made at the Faculty Liaison and/or Agency's request if following discussion among the Field Placement Director and/or Coordinator, Field Instructor, Faculty Liaison, and student problems have not been resolved to the satisfaction of all parties concerned.
- Convenes field liaison meetings, within the School of Social Work.
- Ensures that Council on Social Work Education (CSWE) policies and procedures are being implemented.
- Determines any exceptions to field practicum policies.
- Works with Field Coordinator, when agencies are contacted to determine the number of students who can effectively be placed in the agency for a good educational experience.
- Is responsible for interviewing prospective agencies and making the final decisions about field placement sites and field instructor participation.

CRITERIA FOR AGENCY PARTICIPATION

Agencies applying to be field sites must demonstrate an ability and willingness to host students and meet their educational needs. To this end agencies must meet the following criteria:

- Be a non-profit [501(c)(3)] or public agency that provides services to vulnerable, oppressed, and underserved populations.
- Be willing to provide an affiliation agreement signed by both the Agency Director and Eastern Michigan University's authorized official.
- Be willing to assign activities to students which will meet the educational objectives of the field placement course and the BSW Program.
- Be willing to provide educationally directed field supervision through the designation of a staff person or persons with *an MSW degree and two years experience or a BSW and two years experience* to provide regular and ongoing supervision, including at least one hour of face to face contact per week with each student.
- Be willing to provide release time for the designated field instructor to attend orientations for new field instructors and field instructors' meetings.
- Allow the field instructor to devote time to meetings with field faculty liaisons, to write reports on the student's progress, and to confer with representatives of EMU's Social Work Program on a regular basis.
- Be willing to provide an educational agreement signed by the Agency Director, the current work supervisor and the field instructor if agency is work site field placement.
- Be willing to designate a supervisor with *an MSW and two years experience or a BSW and two years experience* to provide educational supervision who is different from the student's regular employment supervisor and a regular employee of the agency if agency is work site field placement.
- Be willing to provide learning experiences that are clearly differentiated from regular work assignments if agency is work site field placement.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

Field instructors are considered to be an integral part of the School of Social Work. As such, they are expected to be committed to the education of social work students. To carry out the role of field instructor they must have agency support. They must have at least a *BSW from an accredited social work program and at least two years of professional practice experience or an MSW from an accredited social work program and two years experience*. The following qualities also serve as a guide for selection of field instructors:

- Those who model professional norms and values.
- Those who practice from a non-deficit perspective.
- Those who have as their practice orientation an ecological systems perspective with a commitment to promoting ecological competence.
- Those who have adequate time and commitment to the supervision process.
- Those who are willing to work with the social work program on behalf of students in placement.

RESPONSIBILITIES OF FIELD INSTRUCTOR

- To familiarize themselves with EMU's field program by attending orientation meetings or by appointment with the Field Coordinator or Director.
- To prepare and educate their agency concerning incoming student's role and the responsibilities of the agency as an educational site.
- To inform the Faculty Liaison and Field Coordinator or Director as soon as possible if the student fails to appear for a screening interview or, once accepted, fails to begin placement.
- To orient the student to the agency, its staff, structure, organization, and resources.
- To engage the student in the formulation of a mutually agreeable educational contract specifying mutual expectations, as well as specific knowledge goals and tasks related to the field placement experience.
- To develop and monitor sufficient numbers of appropriate assignments for each semester. It is EMU's expectation that the student will have a full generalist experience for the first year of practicum and will have a generic specialized experience the second year. The student should obtain experience with individuals, families, groups, and larger systems within the agency. Engagement with client systems should occur early in the semester.
- To instruct the students on how to develop and maintain records of client and community contact deemed appropriate by the agency. These records, as well as process recordings assigned by the Social Work Program, should be reviewed by the field supervisor.
- To provide adequate supervision and/or instruction for students assisting them in integrating theory and practice. A minimum of one hour per week in a structured session is expected in addition to the informal supervisory contact that occurs in agencies. Supervision may occur individually or in groups. It is recommended that the student prepare an agenda for this meeting.
- To be alert to strains or problems in the agency-student relationship or in student performance. When such issues are not quickly resolved at the agency level, it is the field supervisor's responsibility to initiate contact with the field faculty liaison.
- It is expected that the student will receive ongoing feedback on his/her performance. The field supervisor is asked to complete the written evaluation of student's overall performance at the end of each semester. The evaluation should be based on the goals established in the educational contract as well as the student's performance in the agency.

Evaluations should be sent by mail to:

(Name of Faculty Liaison), School of Social Work
Eastern Michigan University
317 Marshall Building, Ypsilanti, MI 48197

RESPONSIBILITIES OF FACULTY LIAISON

- To be familiar with and to follow the field policies and procedures.
- To attend orientation sessions and to assist the Field Placement Director in orienting students and Field Instructors to field placement responsibilities
- To notify the Field Placement Director of any issue that may jeopardize the field placement and to Request a Field Placement Review (page 57) by the Director when there are serious issues in the student's field experience after making a liaison visit to the agency to problem-solve.
- To facilitate and monitor the agency-school relationship by facilitating communication, addressing needs and problems as they arise, and mediating differences or conflicts among any of the parties involved. Faculty Liaisons should be available to agency Field Instructors throughout the semester upon request from the Field Instructors.
- To make a minimum of one faculty liaison agency visit each semester during 488 and 489.
- To be available as a resource for students who may wish assistance in interpreting their responsibilities or in addressing field issues or problems.
- To review and approve the educational contract between agency and student.
- To review and monitor process recordings, logs, and other student assignments to track the student's progress within the agency.
- To seek feedback from Field Instructors regarding the field components of the Social Work Program. Such feedback should be made available to the Field Placement Office for future planning.
- To participate in the Field Institute, liaison meetings, and other field activities, when offered by the School.
- To review the student's progress with the Field Instructor; to meet at least once a semester with the Field Instructor and the student to review the Field Instructor's student evaluation.
- To submit a grade as the instructor of record to Registration and Records on the schedule designated by the University.
- To report to the Field Placement Director the appropriateness of certain agencies for particular student needs by completing the Field Placement Agency Evaluation Faculty Liaison form for evaluating agency participation.
- To evaluate and monitor work site placements according to Field policies and guidelines to ensure that students are performing appropriate assignments that are different from their previous work experiences and are differentiating their placement hours from work.

RESPONSIBILITIES OF STUDENT IN PLACEMENT

- To complete the applications for field placement at the time indicated, providing information about talents, interests, and preferences for type of field placement.
- To participate in required pre-placement group meetings with Field Placement Coordinator and/or Director and in-agency screening interviews.
- To contact the agency to which referral is made in a timely way, without exceeding five business days of receiving the referral.
- To attend the treat the interview professionally (like a job interview), dressing in standard business attire, taking an up to date resume, and being prepared to ask and answer questions.
- To complete a consecutive two-semester, 16 hour per week field placement in a single agency.
- To regularly attend the weekly two hour field placement seminar on the Eastern Michigan University campus in order to facilitate the positive integration of the field and class experience through the completion of both field placement assignments and seminar assignments.
- To participate in designing, at the beginning of each of the two semester, and educational contract which includes mutual expectation for learning and performance as well as specification of goals, tasks, and assignments to be carried out.
- To conform to the agency's expectations for professional behavior in such areas as administrative protocol, confidentiality, record-keeping, and accountability. Special attention should be paid to the issue of client confidentiality. Proceedings, recordings, or other agency-based assignments required for class which contain material about client should be carefully disguised and reviewed by Field Instructor.
- To notify their Field Instructors promptly when lateness or absence is unavoidable. Any client commitments that cannot be kept should be communicated to both the Field Instructor and to client involved.
- To make up any missed hours in accordance with the policy statement requirement.
- To prepare an agenda for supervisory conferences, and to come to such conferences prepared with questions as well as to discuss any aspect of their work. Written material should be kept current, and if possible, given to Field Instructors ahead of time of review.
- To bring questions or concerns and problems to the attention of the Field Instructor. If any issues cannot be resolved at that time level, it is the student's responsibility to call the issue to the attention of the Faculty Liaison as early in semester as possible and to engage in problem-solving.
- To participate in an ongoing evaluation process as a developing professional social worker. The student and Field Instructor should review the educational contract and revise it when necessary. The student should be prepared in the end-of-semester evaluation process. Students are strongly encouraged to add their own self-statement to these evaluations.

EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD PLACEMENT APPLICATION
COVER SHEET
BSW PROGRAM

Students eligible for BSW Senior Field Placement must meet the following criteria:

1. Have completed all Social Work courses through the 300 levels (and all their prerequisites). Enroll in SWRK 408 as a prior or concurrent with SWRK 488.
2. Received a grade of 'C' or better in all social work courses, both before and during the field placement.
3. Have no incompletes in any courses used toward graduation.
4. Be ready to graduate at the end of the second semester of field placement.
5. Maintain an overall GPA of at least 2.3.

Please fill out ALL SECTIONS of the application, attach your resume, and return to the field office, Marshall Room 317. Place the application in the specified envelope and sign your name. For fall placements (September) please turn this application in by the third week of the term. If you have any questions contact Claudette Braxton at 734-487-4484 or claudette.braxton@emich.edu or e-mail Jennifer Kellman Fritz, Field Director, at jkellman@emich.edu.

Student name _____

Student ID _____

Email address _____

Street address _____

City _____ State _____ Zip _____

Home telephone _____

Work telephone _____

Cell phone _____

EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD PLACEMENT PROGRAM

BSW SENIOR FIELD PLACEMENT APPLICATION

Student # _____ Date of Application _____

Placement: Fall 201__/Winter 201__ Placement: Winter/Spring/Summer 201__

The information you provide in this application will be used to assist the Field Placement Director and/or Coordinator in finding you a placement that best meets your needs. Please read this application thoroughly before filling it out neatly and fully. Students must follow their advising plans to determine when they are ready for field placement. They must be ready to graduate at the end of field placement.

In order to enter or stay in the field, the student must have a C or better in all required Social Work classes; have completed all the 300 level Social Work courses; and have no Incompletes in classes that are used toward graduation. Students must also have an overall GPA of at least a 2.3 before they begin their internship.

Field placement settings may be within a 60 mile radius of EMU and students may not refuse a field placement solely on the basis of geographic location. It is the role of the Field Placement Coordinator and/or Field Director to refer students to field agencies for interviews. **Students may NOT find their own placements.** (The only exception to this policy involves students who request that their place of employment be considered as a field placement. Specific criteria must be met for this to occur. Please contact the Field Office if you want more information.)

NAME: _____ Telephone: _____

Cell Phone: _____

Address (on campus) _____
Street City State Zip Code

Address
(Spring/Summer) _____
Street City State Zip Code

Spring/Summer telephone number (if different from above) (____) _____

Do you have a car in working order (that is, one that could drive 60 miles if necessary?)

The BSW field placement is a generalist field placement. This means that students will obtain skills in working with individuals, groups, organizations, and communities by developing skills in assessment, intervention, and evaluation. Students may work at any level of the service system. Some placements focus more on micro-systems and some on macro-systems, but generalist skills are developed in all placements.

Agency settings include those who primarily organize around the following areas: (e.g. foster care, services to families, residential settings, independent living), Physically Disabling Conditions, Mental Illness, Correctional Work, Substance Abuse, Women’s Programs, Older People, Community Development and Planning, Large Systems Advocacy (e.g. advocacy organization, legislative office). Although students are placed in a specific social work agency, the type of setting in which a student is placed is less important than the opportunity to develop basic social work skills.

While we may not be able to accommodate specific interests, we would like to know if you have some ideas about the types of settings or populations with which you might like to develop your *generalist skills*. Include any information that would help us to develop an appropriate match for you. (*Remember that this placement is not focused on developing advanced skills with specific populations.*)

We may place you anywhere within a 60 mile radius of EMU. For our consideration, do you have preferences regarding the geographic location of your placement?

Please describe paid social work related jobs you have held:

Describe social work volunteer work:

Additional Comments: Briefly describe your career interests and any other information you feel would help the Field Placement Coordinator and/or Director to match you with a field placement that may meet your needs. Include what you would like to learn in your placement.

List any personal interests and/or experiences which would help the Field Placement Coordinator and/or Director try to best meet your learning needs:

Place yourself on the following scale:

0	10
Would like structure and close supervision initially	Can work quite independently

Are you currently on academic probation? _____
What is your current grade point average? _____

Do you have any Incompletes? **YES** or **NO** (circle one)

If the answer is YES, please list the course(s) and the Instructor(s):

Some agencies require a criminal background check. Do you have any concerns that you would like us to consider that might impact your placement? If so, please explain. This will help us find you an appropriate placement. This information is used only for purposes of matching you to a field placement. However, answering this question is optional.

Some agencies require that you provide a record of immunizations and other health information. You are responsible for obtaining these items and providing them to the placement agency, if needed.

Please *attach your resume* to the completed field application before turning it in. This will help the field office make your placement in a timely manner.

All students are expected to practice by the National Association of Social Worker's Code of Ethics. Violation of the Code of Ethics may lead to dismissal from the field. Field policies are detailed in the BSW Field Manual.

I agree to abide by the National Association of Social Worker's Code of Ethics, the policies of Eastern Michigan University School of Social Work, and those of the agency in which I am placed. If I do not meet the above requirements to enter or return to field placement at the start of the semester when I am scheduled to take SWRK 488 or 489, I will immediately inform the Field Office and withdraw from the field class.

Student Signature

Date

Work Site Application Procedures

Students, who are employed in the field already, may apply to do worksite placements, depending on their educational goals and School requirements for the field placements. The Field Director or Field Coordinator arranges all placements. However, students who want to explore the possibility of a work site placement need to follow these procedures and submit an additional work site application with their regular field application. Students who have questions about the process should contact the Field Coordinator or Director for more information.

1. The student fills out the field application and a request for worksite application.
2. All worksite field placements must:
 - a. Be a public or non-profit [501(c)(3)] agency; affiliate with EMU.
 - b. Have a field instructor (field supervisor) who has a BSW and two years post-BSW social work experience or an MSW and two years post-MSW social work experience.
 - c. Have a field instructor (field supervisor) who is different than the student's work supervisor.
 - d. Have a field instructor (field supervisor) who is an integral part of the organization in which the student is placed, i.e. is regularly employed by the agency.
 - e. Have a field instructor who is not a subordinate in the agency to the student and with whom there is not a dual relationship.
 - f. Have duties that are not part of the student's normal job description or work duties and may be in another unit or program.
 - g. Have hours that are differentiated from the work hours and arranged in blocks of time that are at least four hours long to provide for integrated learning.
3. Students should not apply for worksite placements unless they plan to stay in their positions throughout the entire placement. Students leaving a placement should not assume that they can carry their field hours forward with them.
4. It is rarely possible for a student to do a worksite placement in a new job, since the tasks and assignments for which the student has been hired cannot be used in field placement.
5. Once an application is submitted, the Field Office contacts the worksites, arranges for affiliation, and confirms whether the worksite proposal meets the educational requirements. The Field Office makes placement. The Field Office does not contact the work site until the complete field placement application; including the work site portion is submitted.

Request and Agency Agreement for Work Site Field Placement
Eastern Michigan University
School of Social Work

Student: Please complete the following information and submit this form to your agency director to review and sign.

Student Name: _____ Student Number _____

Agency Name _____

Address _____

City _____ State _____ Zip _____ County _____

Telephone: (____) _____

Field Instructor _____

Work Supervisor _____

Current Job Description _____

Description of Proposed Field Placement _____

Specify how placement activities will differ from job responsibilities _____

The following hours are required in field in order to successfully complete the field placement portion of the BSW Program: 16 hours per week (488 -200 hrs.; 489 – 200 hrs.)

These hours will be one of the following:

Paid by the agency _____

Over and above paid hours _____

A combination of paid and unpaid time _____

Specify the details of how the student plans to complete your field placement (give the days of week, hours of day; these time need to be in blocks of at least four hours each and equal 16 regularly scheduled hr/wk). Remember, you cannot be doing tasks that are a part or similar to your job. This information is required.

The field placement instructor must be different from the student's work supervisor. In addition, the field placement supervisor must have a BSW or MSW degree from an accredited school of social work and two years of work experience. Please complete the following information regarding supervision planned for field placement available to you at your agency.

Proposed field instructor _____

Title _____

School and year MSW earned _____

Phone: (____) _____

Email Address: _____

The following people in the agency have agreed to a plan in which the student, _____, will use the agency, _____, as a field placement site:

Proposed field instructor (signature required) Date

Work supervisor (signature required) Date

Agency director (signature required) Date

Student (signature required) Date

EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
Field Instructor Resume Form

Name: _____ Date: _____

Degrees: MSW () Date Awarded _____ BSW () Date Awarded _____
Other Baccalaureate Degree () Major: _____
Other Graduate Degree () Major: _____

College/University At-
tended: _____ Dates _____
College/University At-
tended: _____ Dates _____

Certifications: LMSW () I.D. # _____
Other _____

Agency/Organization Name:

Address:

Telephone#: _____ Fax: _____ Email _____

Position Title:

Responsibilities:

Years Experience in current position: _____ As Field Instructor:

SOCIAL WORK RELATED EXPERIENCE (attach sheet for additional space)

<u>Agency/Address</u>	<u>Position</u>	<u>Type of Experience</u>	<u>Dates</u>
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Other: Include additional information, which you consider pertinent to your performance as a field instructor (attach sheet for additional space)

Field Instructor's Signature: _____

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

COURSE OBJECTIVES

Upon successful completion of SWRK 488 and SWRK 489, the student will demonstrate ability to:

1. Exercise self-direction, initiative and responsibility for one's self, one's work and one's ongoing learning.
2. Articulate several models of supervision and demonstrate his/her responsibility in the supervisory process.
3. Describe his/her role functions and responsibilities toward clients, agency, and co-workers.
4. Analyze and explain the purpose, structure and operations of the agency in which he/she is placed.
5. Acceptably perform the following social work functions:
 - engagement
 - data collection
 - interviewing and establishing appropriate relationships
 - assessment
 - contracting
 - intervention
 - evaluation
 - termination
 - case recording
 - process recording
 - effective utilization of supervision
6. Participate in the process of self-assessment and set goals for continued professional development.
7. Articulate the meaning of confidentiality and its implication for social work practice.
8. Identify with and be guided by the social work Code of Ethics in his/her professional behavior in the agency setting.
9. Verbally present, analyze and discuss case material in contextually appropriate ways, with peers, supervisor(s) and co-workers.

10. Establish relationships with agencies and services and link clients with agencies and services.
11. Articulate the impact of agency policy on practice and on agency clients.
12. Utilize peers individually and in groups for professional development.
13. Demonstrate the ability to successfully complete social work writing processes.
14. Demonstrate professional responsiveness to issues affecting people who have been made vulnerable by poverty, social oppression, and/or social indifference, especially women, people from other cultures and people of color.

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

GUIDELINES FOR FIELD INSTRUCTION CONTRACT

Purpose

The field instruction contract between the student and his/her field instructor is a written agreement regarding their respective roles and responsibilities. It also gives the student an opportunity to articulate learning goals which can be facilitated through the assignment of activities which are designed to help the student in accomplishing these goals. The contract is a tool for monitoring the ongoing field experience and for evaluating student performance. All students must work towards acquiring and demonstrating the generic social work practice skills described in the Course Objectives for Social Work 488 Field Experience I and Social Work 489 Field Experience II that are in the BSW Field Placement Manual.

Preliminary Educational Contract

All students and supervisors are expected to complete a Preliminary Contract by the second week of placement. This contract is to spell out the initial expectations of the student and supervisor. Expectations regarding work habits, time and day of supervision, policies student is expected to learn, agency and community resources with which the student should become familiar, training sessions the student is to attend, and whatever else is reasonably expected of a student in the first month of placement should be included.

At the end of the first month of placement, the supervisor is asked to submit the Faculty Liaison a brief form which indicates whether the student has met these expectations.

Ongoing Educational Contract

After the first four weeks of placement, the student and Field Instructor enter into an ongoing contract which spells out the student's learning goals and the specific assignments that will be used to accomplish these goals. Students learning goals should be directly related to Field Placement course Objectives and the objective goals met should be stated by number only, after each goal. Similarly, each assignment should be designed to meet particular learning goal(s) and in the contract should state which goal(s) (by number) it will facilitate accomplishing.

The goals and assignments should be determined in supervisory sessions with input from both the Field Instructor and students. It is the responsibility of the student to prepare the contract in written form. Both the student and the Field Instructor must review and sign a final copy of the contract. The Faculty Liaison will set the date that the student must complete and submit the contract for review.

Contract Review and Revision

At mid-semester and the end of the first semester the student and Field Instructor should review the Ongoing Educational contract to assess the student's progress in accomplishing goals. At any point the contract may be revised to reflect new goals and assignments. At the beginning of the second semester again, the contract should be reviewed and revised as needed. Goals in which the student has demonstrated competence during the first semester may be removed as second semester goals. In many instances the student has demonstrated a beginning ability to perform particular objectives during the first semester and should use the second semester to develop competency in that area. Again, at mid-semester and the end of the semester the student and Field Instructor should review the contract as part of the evaluation process.

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM**

Preliminary Educational Contract

(To be completed by the end of the first week of placement)

This contract is to include expectations *for* the first *four* weeks of placement at which time an Ongoing Educational contract is to be negotiated.

Date: _____

Student: _____ Field Instructor: _____

ID# _____ Faculty Liaison: _____

Agency: _____

Address: _____

Telephone No. _____

Weekly supervision time and day: _____

Basic work expectations for student (include: hours, days, times, and rules for making up missed time and/or overtime; and any other basic expectations).

Training and meetings student is expected to attend- (specify time, place, days, etc.).

Policies and procedures student is expected to know (include personnel and agency).

How is student to become familiar with agency and community resources?

Other initial assignments:

Student Signature

Field Instructor's Signature

Preliminary Educational Contract Review

At the end of four weeks of placement, the Field Instructor is to complete this form and send it to their faculty liaison at the address below:

Faculty Liaison Name
School of Social Work
317 Marshall Building
Eastern Michigan University
Ypsilanti, MI 48197

Review Date _____

_____ Student has satisfactorily accomplished goals set forth in the preliminary contract and is ready to develop an ongoing contract.

_____ Student has not satisfactorily accomplished the goals set forth in the preliminary contract and a meeting with the liaison is necessary to discuss further goals.

Comments:

Field Instructor's Signature

Student's Signature

**EASTERN MICHIGAN UNIVERSITY SCHOOL OF SOCIAL WORK
BSW PROGRAM**

ONGOING EDUCATIONAL CONTRACT: SWRK 488 _____ 489 _____

(To be completed at the end of the first four weeks of placement and after a review of the Preliminary Educational Contract)

This contract is to include learning goals and assignments for this field experience. It is to be reviewed at regular intervals and revised to reflect any changes in goals and/or assignments. It is also to be used as a tool for evaluating student performance at mid semester and at the end of each semester. At the beginning of the second semester revisions should reflect changes in student roles and responsibilities, if necessary. All basic work expectations articulated in the Preliminary Educational Contract are to be followed for the length of the field placement. Please attach a copy of this contract.

Check here if work-site placement: _____

1. Semester of placement: _____
2. Student Name: _____
3. Student I.D.: _____
4. Student email: _____

5. Field Placement Agency: _____

6. Field Instructor (supervisor): _____
7. Field Instructor phone: _____
8. Field Instructor email: _____
9. Field Instructor Degree: _____ Year Degree Completed: _____

10. Faculty Liaison (seminar instructor): _____
11. Faculty Liaison phone: _____
12. Faculty Liaison email: _____

13. Basic Work Expectations (hours of placement, policies, dress, etc...)

14. Time of Supervision and Guidelines (agenda prepared in advance etc.)

15. Student's Learning Goals, Objectives and Assignments:

List each learning goal, objective and assignment together. Complete each set until you have addressed your goals, objectives and assignments for the semester. After each set, put the correlated field experience outcome numbers in parentheses (example: Field Outcomes 1,2,3). Attach additional pages if necessary.

Learning goals are broad statements of what you want to learn.

Example: Learn how to perform intervention with the target population.

Objectives are measurable, specific, actions that pertain to your goals.

Example: Be able to independently complete at least two assessments at the individual, group, or community level.

Assignments are what your field instructor has assigned you as tasks in the agency that will help you achieve your learning goals.

Example: Student will observe client assessments for one month and then will independently complete at least two assessments under close supervision.

Learning goals cont...

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Faculty Liaison signature: _____ Date: _____

Agency Visit Date: _____

Comments:

Assignments in the learning contract should be developed in order to enable the student to achieve these goals:

1. Exercising self-direction, initiative and responsibility for one's self, one's work, and one's ongoing learning.
2. Demonstrate responsibility in the supervisory process.
3. Analyze and explain the purpose, structure and operations of the agency.
4. Acceptably perform the following social work functions in the field setting:
 - engagement and relationship building
 - data collection
 - interviewing
 - contracting
 - resources referral
 - intervention
 - evaluation
 - termination
5. Identify with and be guided by the social work Code of Ethics in professional behavior.
6. Demonstrate the ability to successfully complete social work writing processes.

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM**

STUDENT EVALUATION

(To be completed by Student and Supervisor)

(Be sure to make two copies of this form – one for 488 and one for 489.)

Student Name

Student Address

Name of Field Instructor

Circle:

BSW

MSW

Name of Agency

Agency Address

Name of Agency Executive

INSTRUCTIONS

PLEASE CHECK ONE:

- This is a First Semester evaluation of the student's beginning ability to perform in the field.
- This is a Second Semester evaluation of the student's ability to demonstrate competence in the field.

The field instructor and student are asked to complete this evaluation of the student's overall performance for the semester taking into account the goals established in the Education Contract. The student will first indicate the "student rating" and provide a behavioral example for each of the questions. The supervisor will fill out the supervisory section and may elect to add comments/observations to those of the student. Ratings of student and supervisor need not match.

The evaluation form is designed to assess the development of generalist skills. The questions correspond to the course Objectives for the Field Practicum I and II courses, which appear at the beginning of the course syllabi. Particular objectives addressed in a given question are referenced in parenthesis. The field instructor and student will enter an overall rating for the semester in No. 16 which appears at the end of this evaluation form.

All questions should be addressed by the field instructor and student. The faculty liaison should be consulted if there is need for clarification regarding any question. If a question is not applicable to the type of assignment the student is carrying out, the reference N/A may be checked.

The faculty liaison has the ultimate responsibility for awarding an overall grade to the student based on performance in the accompanying field seminar, and the student's ability to integrate material from the seminar into practice in the field.

STUDENT EVALUATION

1. The student's work habits are: (1)
(Please note the frequency of hours missed, arrangements made to make up time, and appropriate use of time.)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
------	-------------------	--------------	-----------	-----------	-----

STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

2. The student's ability to handle assignments is: (1)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

3. The student's ability to use supervision by demonstrating preparation and active participation in own learning process and professional development. (2,5,6)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

4. The student's ability to receive and give feedback. (2,5,6)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

5. The student's ability to be professionally self-aware and self-critical. (1,2,3,12)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

6. The student's ability to integrate theory (e.g. systems, developmental, crisis intervention, empowerment, strengths perspective) into practice. (5,9)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

7. The student's ability to understand structure and policy issues as they relate to this organization. (4,11)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

8. The student's ability to identify and develop professional helping relationships with client systems (e.g. individual, family, group, organizational or community level). (5)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

9. Student's development of professional helping relationships and utilization of skills with client systems (e.g. individual, family, group, organizational or community level). 95)

A. Engagement skills:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

B. Data Collection:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

C. Interviewing and establishing appropriate relationships:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

D. Assessment:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

E. Contracting:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

F. Intervention:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
------	-------------------	--------------	-----------	-----------	-----

STUDENT'S BEHAVIORAL EXAMPLE:

G. Evaluation:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

H. Termination:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

I. Case recording:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

J. Process recording:

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

10. Student's ability to use professional writing skills (Please check all types of writing required). (13)

- | | |
|--|---|
| <input type="checkbox"/> agency forms | <input type="checkbox"/> change action plans, evaluations and closing summaries |
| <input type="checkbox"/> letters | <input type="checkbox"/> analysis papers |
| <input type="checkbox"/> social histories | <input type="checkbox"/> position papers and letters |
| <input type="checkbox"/> court reports | <input type="checkbox"/> referral summaries |
| <input type="checkbox"/> activity summaries | <input type="checkbox"/> news releases |
| <input type="checkbox"/> committee agendas | <input type="checkbox"/> public testimony |
| <input type="checkbox"/> client/worker contracts | <input type="checkbox"/> evaluation reports or summaries |
| <input type="checkbox"/> process recordings | <input type="checkbox"/> manuals or handbooks |
| <input type="checkbox"/> assessments | |

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

11. The student's ability to practice effectively with those who have been made vulnerable by poverty, social oppression, and/or indifference. (14)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

12. Student's ability to find and use resources which are specific to the client system. (5, 10)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

13. The student's ability to develop linkages between systems. (10)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

14. The student's ability to relate appropriately with professionals in allied fields. (9, 10, 13)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

15. The student's ability to define self as a member of the social work profession, as a person who identifies with its values and perspectives. (8)

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

16. Overall evaluation of student's performance for the semester.

SUPERVISOR'S RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S SELF-RATING

Poor	Needs Improvement	Satisfactory	Very Good	Excellent	N/A
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STUDENT'S BEHAVIORAL EXAMPLE:

COMPLETE FOR FIRST SEMESTER EVALUATIONS ONLY:

Suggested learning goals for second semester to be continued from the first semester:

Suggested learning goals for second semester to be added in the second semester:

COMPLETE FOR SECOND SEMESTER EVALUATIONS ONLY:

Student's progress in the second term as compared to the first term's progress:

As an evaluation, not an offer, would you hire this student at your agency? Why or why not?

Field Instructor's Signature: _____

Print Name: _____

Date: _____

Social Work Degree: _____

Student: My supervisor and I have reviewed this evaluation.

Student's Signature: _____

Print Name: _____

Date: _____

STUDENT COMMENTS
(OPTIONAL)

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
STUDENT EVALUATION OF BSW FIELD PLACEMENT SITE**

Student Name _____ Semester _____

Year _____

Name of Agency _____

Purpose of Agency _____

Name of Supervisor _____

Tasks Performed at Agency _____

Was your supervisor readily available? Yes _____ No _____

Was your supervisor fair about tasks and assignments? Yes _____ No _____

Did you always get your scheduled supervision? Yes _____ No _____

If supervision had to be changed, was it always rescheduled so that you had supervision for that week? Yes _____ No _____

What did you like most about your supervision experience? _____

What didn't you like most about your supervision experience?

Would you recommend using this person again as a supervisor? Yes _____ No _____
Explain:

What did you like most about the agency? _____

What didn't you like about the agency? _____

Was your field experience at this agency a good one? Yes _____ No _____
Explain: _____

Would you recommend using this agency again as a field placement site? Yes _____ No _____
Explain: _____

Further Comments:

THANK YOU!

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

BSW FIELD PLACEMENT FACULTY LIAISON REPORT FORM

DATE _____

**PLEASE COMPLETE AND RETURN TO FIELD PLACEMENT
DIRECTOR'S OFFICE AT THE END OF THE SEMESTER**

Name of Faculty Liaison _____

Date of Agency Visit(s) _____

Name of Agency _____

Name of Field Instructor _____

Name of Student _____

2. Strengths/Limitations of Supervision:

3. Opportunities for student assignments at agency (variety, interest, importance to Social Work training meeting, etc.):

4. Issues/Problems relating to the Placement:

FIELD PLACEMENT REVIEW REQUEST FORM

Policy and Procedures for Changing Field Placement

Before the Field Office can consider replacement for a student, the following procedures should be followed:

1. Liaison meets with the student.
2. Liaison helps student problem-solve.
3. Liaison visits agency and meets with the Field Instructor and the student together. Liaison engages in problem-solving with Field Instructor and student and establishes appropriate monitoring.
4. When problems can not be resolved, the following takes place:
 - a. Field Placement Review Request Form is completed and forwarded to the Field Director.
 - b. Field Director discusses situation with liaison and/or Field Coordinator and or/Field Agency personnel.
 - c. Field Director decides if changes are needed in current placement; if student needs new placement; or if student cannot be replaced by Field Office.

Field Liaison: _____ Course/Term: _____

Student: _____

Field Placement Agency: _____

Concerns: _____

Date Agency was Visited: _____ Participants in the Meeting: _____

Problem-Solving Actions taken: _____

Actions Requested from Field Director: _____

Signature: _____ Date: _____
(Field Liaison)

Actions Taken by Field Office: _____

Signature: _____ Date: _____
(Field Director)

National Association of Social Workers **NASW CODE OF ETHICS**

The School of Social Work operates under the National Association of Social Workers (NASW) Code of Ethics. Students, faculty, and field instructors are required to follow the Code of Ethics in their work and their interactions with each other. Students and supervisors should read the Code of Ethics and use it as a basis for field supervision. The Code of Ethics follows and, also, can be found at the following link.

<http://www.socialworkers.org/pubs/code/default.asp>

CSWE Educational Policy

The School of Social Work is accredited by the Council on Social Work Education (CSWE) and organizes its curriculum to meet all CSWE Educational Policy and Accreditation standards. Field students and agency supervisors should familiarize themselves with these policies by following the following links.

1. Go to www.cswe.org.
2. Click the Accreditation link on the left.
3. Click on Educational Policy and Accreditation Standards.

Eastern Michigan University

Notice to all Employees and Students Eastern Michigan University's Policy on Harassment

For many years Eastern Michigan University has had a policy on equal employment opportunity and non-discrimination. Sexual harassment as in the case of harassment based on age, race, sex, color, religion, national origin, or disability has long been regarded as a violation of this policy.

All students and employees are expected to deal fairly and honestly with one another to ensure a work and educational environment that is free from intimidation and harassment.

Abuse of the dignity of anyone through ethnic, racist, or sexist slurs or through other derogatory or objectionable conduct is offensive behavior. Sexual harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature.

As in the case of other unfair employment practices or inappropriate conduct situations, if you believe you have been subjected to any form of harassment or discrimination, you are encouraged to bring your concerns to the attention of your supervisor, faculty liaison, adviser, field director, school director or a member of the EMU administration.

The complete policy on sexual harassment is found at the following link. Should students or field instructors have any unanswered questions regarding situations involving harassment, they may contact the Director of the School of Social Work at 734-487-0393.

<http://www.emich.edu/hr/sexualharassmentpolicy.pdf>